

Cascade Mountain High School 1790 North State Street Orem, UT 84057

February 8, 2008





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Cascade Mountain High School

1790 North State Street Orem, UT 84057

February 8, 2008

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D. State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 8, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Cascade Mountain High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Stan Harward is also commended.

The staff and administration are congratulated for their desire for excellence at Cascade Mountain High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Cascade Mountain High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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7/25/2007

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CASCADE MOUNTAIN HIGH SCHOOL

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CASCADE MOUNTAIN HIGH SCHOOL

Introduction

Purpose

Cascade Mountain High School is seeking continued accreditation by the Northwest Association of Accredited Schools (NAAS). NAAS is one of the premier American education accrediting agencies that accredits over 1,800 public and private schools throughout the Northwest region of the United States and many other places in the world. The NAAS accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators and consultants, as needed.

This document is the report of the Visiting Team. The purpose of the on-site evaluation visit is to (1) validate the completion and accuracy of the school's self-study; (2) verify that the school meets the NAAS standards; (3) facilitate development and implementation of an effective school improvement plan; and (4) provide commendations and recommendations to enhance the school's quality.

Evaluation

A Visiting Team was assembled by the Utah State Office of Education whose members have had extensive expertise in accreditation, school improvement, international education and American education. The team members have graduate degrees in education and over 90 years of cumulative experience as educators and administrators.

The one-day evaluation was based on NAAS standards and quality indicators. Evaluation activities and methods used included review of the self-study materials, observations, and facilities. There were individual interviews of teachers, students, and administrators. School records and documents were reviewed.

This report is prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus; thus, ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person's opinion.

An oral report highlighting the commendations and recommendations was presented to the administrator. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, an advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Whereas not all quality indicators under each standard must be fully met at the time of the review visit, the school must identify the needs and be working toward fully

meeting each indicator.

This report includes ratings and findings, as well as commendations and recommendations. Ratings address the degree to which the school meets the standards and quality indicators. Findings are statements of fact that were observed or reported. Commendations are areas that the team identified as strengths or that exceed expectations. It is important for the school to maintain those strong points because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement. Therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school.

CASCADE MOUNTAIN HIGH SCHOOL

MISSION STATEMENT

The mission of Cascade Mountain High School is to provide each student with a quality, holistic education to support her mental, physical, emotional, and spiritual needs. Each student will receive individual attention to assist her academic progress, prepare her for the future, and encourage her to fulfill her life's goals.

BELIEF STATEMENTS

- We believe that every student can learn and be successful.
- We believe that appropriate learning experiences in school can support students with treatment and recovery.
- We believe it is possible to provide every student with important content knowledge in each class and to integrate curriculum in a way to support mental, emotional, physical, and spiritual growth.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. Students will show evidence of progress in character development through goal setting, self-reflection, and will demonstrate improvement in health and wellness.
- 2. Students will develop the ability to express feelings and present ideas using a variety of methods such as presenting, writing and using technology.

Date of visit: February 6, 2008

VISITING TEAM REPORT

CASCADE MOUNTAIN HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Cascade Mountain is a very small high school. The school is part of the Center for Change, a Residential Treatment Center (RTC) for teenage girls. The center offers a full treatment program to help patients fully recover from life-threatening eating disorders.

- a) What significant findings were revealed by the school's analysis of its profile?
 - The school profile revealed that students have a wide range of grades and abilities. Having students from multiple grades presents challenges to the faculty. The faculty seems to have met those challenges rather well by using differentiated instruction.
- b) What modifications to the school profile should the school consider for the future?
 - The primary comparison used to show differences and growth among students is the Global Assessment of Functioning (GAF) scores. It would be more helpful to have academic reading, language, and math scores. It was suggested that Cascade Mountain High School use additional academic tests to help compare students and show academic growth.
- c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?
 - The self-study was, in the Visiting Team's opinion, excellent work that accurately reflected the school's strengths and limitations. The school, as the educational component of the Center for Change, works well with young ladies experiencing severe eating disorders.

Suggested Areas for Further Inquiry:

- Investigate a variety of assessment systems and methods which can accurately measure student achievement. The assessment data can then be utilized to strengthen the parts of the educational program that are in need of attention.
- Perhaps, in a future cycle of continuous improvement, the school could further develop programs that include emphasis on social and civic responsibilities to assist students in becoming contributing members of society.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

The following represents the Visiting Team's renderings on the NAAS Core Standards for Accreditation and whether, in their collective judgment, each respective indicator is being substantially met.

1. MISSION, BELIEFS, AND DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The desired results for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school must focus on enabling all students to achieve the school's desired results for student learning.

1.1 The school's mission statement and desired results for student learning (DRSLs) are developed by the school and are approved and supported by the professional staff and any other school-wide governing organization.

Substantially Met

Partially Met

Not Presently Met

1.2 The school's mission statement and beliefs represents the school's fundamental values and beliefs about student learning.

Substantially Met

Partially Met

Not Presently Met

1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school's mission and beliefs and are consistent with and reinforce the Utah's *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* and each Core Curriculum's intended learning outcomes.

Substantially Met

Partially Met

Not Presently Met

1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.

Substantially Met

Partially Met

Not Presently Met

1.5 The school uses indicators to assess the school's progress in achieving school-wide civic (where applicable) and social expectations.

Substantially Met

Partially Met

Not Presently Met

1.6 The school's mission statement, beliefs, and DRSLs guide the procedures, policies, and decisions of the school and are evident in the culture of the school.

Substantially Met

Partially Met

Not Presently Met

1.7 The school regularly reviews its mission statement, beliefs, and DRSLs using a variety of data to ensure that they reflect student needs, community expectations, the district/governing body mission, and state and national standards, as applicable.

Substantially Met

Partially Met

Not Presently Met

Comments of the Visiting Team—Mission, Beliefs, and DRSLs Standard

The school staff should develop an assessment protocol to measure the school's intended progress in achieving civic and social expectations for students.

2. CURRICULUM

Guiding Principle: The curriculum—including coursework, co-curricular activities, and other school-approved educational experiences—is the school's formal plan to fulfill its mission and desired results for student learning. The curriculum links the school's beliefs, its desired results for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2.1 Each curriculum area identifies those school-wide academic expectations for which it is responsible.

Substantially Met Partially Met Not Presently Met

2.2 The curriculum is aligned with the school-wide academic expectations and ensures that **all** students have sufficient opportunity to achieve each of those expectations.

Substantially Met Partially Met Not Presently Met

- 2.3 The written curriculum:
 - a. Prescribes content that aligns with the Utah State Core Curriculum.

Substantially Met Partially Met Not Presently Met

b. Integrates relevant school-wide learning expectations reflecting the Utah *Life Skills: A guide to Knowledge, Skills, and Dispositions for Success.*

Substantially Met Partially Met Not Presently Met

c. Identifies course-specific intended learning outcomes.

Substantially Met Partially Met Not Presently Met

d. Suggests instructional strategies.

Substantially Met Partially Met Not Presently Met

e. Suggests assessment techniques including the use of school-wide expectations for student learning.

Substantially Met Partially Met Not Presently Met

2.4 The curriculum engages **all** students in inquiry, problem-solving and higher-order thinking, as well as providing opportunities for the authentic application of knowledge and skills.

Substantially Met Partially Met Not Presently Met

2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.

Substantially Met Partially Met Not Presently Met

2.6 The school provides opportunities for **all** students to extend learning beyond the normal course offerings and the school campus.

Substantially Met Partially Met Not Presently Met

	icular coordination and articulation the school and the student's home Partially Met	
2.8 A record that documen Substantially Met	ts the results of all students' perform <u>t</u> Partially Met	mance is maintained. Not Presently Met
2.9 The school has a writte Substantially Met	n policy statement concerning the statement Partially Met	selection of educational materials. Not Presently Met
	terials are selected to support th well as the school's overall mis Partially Met	1 0
2.11 The materials provide Substantially Met	ed to the students are adequate t Partially Met	to meet the course objectives. Not Presently Met
2.12 The reading level of the students. Substantially Met	the materials is appropriate to th	ne reading-level competence of Not Presently Met
2.13 The materials are up- Substantially Men		Not Presently Met
	are made for the prompt delivered examinations to and from the Partially Met	
2.15 Lessons and examina students and their par Substantially Met	rents/guardians.	the results communicated to the Not Presently Met
2.16 Student (parent/guard Substantially Med	dian) inquiries are answered pro Partially Met	omptly and satisfactorily. Not Presently Met
	ranting credit and/or for determented with the school's stated puter than the school stated puter	
2.18 The procedures for g	ranting credit are in writing and	
students.		
-		Not Presently Met
students. <u>Substantially Mer</u> 2.19 Instructional materials,	t Partially Met technology, equipment, supplies, //media center are sufficient to allo	Not Presently Met facilities, staffing levels, and the

2.20 The professional staff is actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.

Substantially Met

Partially Met

Not Presently Met

2.21 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.

Substantially Met

Partially Met

Not Presently Met

2.22 Professional development activities support the development and implementation of the curriculum.

Substantially Met

Partially Met

Not Presently Met

2.23 The program of studies meets the requirements of the state, ministry, or parent organization, as applicable.

Substantially Met

Partially Met

Not Presently Met

2.24 The curriculum is adapted to meet the individual student learning needs.

Substantially Met

Partially Met

Not Presently Met

2.25 The students are aware of the curriculum being taught and are appropriately involved.

Substantially Met

Partially Met

Not Presently Met

Utah-Specific Indicators—Curriculum Standard

2.26 The curriculum meets the Utah graduation and credit requirements and **all** courses align to, meet or exceed Utah State Core Curricula in accordance with Board Rule R277-705.

Substantially Met

Partially Met

Not Presently Met

2.27 Rules and policy that require parent or guardian notification are followed. **Substantially Met Partially Met**

Not Presently Met

2.28 The curriculum includes patriotic education as outlined in Board Rule R277-475-3.* **Substantially Met Partially Met Not Presently Met** Not Applicable

Comments of the Visiting Team—Curriculum Standard

- Indicator 2.6 Because of the type of facility, not all students are allowed off campus.
- Indicator 2.15 Communication with parents is difficult because of distance.

^{*} Does not necessarily apply to non-public schools.

3. INSTRUCTION

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of desired results for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and desired results for student learning, supported by research in best practices, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3.1 Instructional strategies and practices are consistent with the school's stated mission, beliefs and DRSLs.

Substantially Met Partially Met Not Presently Met

- 3.2 Teachers use a variety of instructional strategies to:
 - a. Personalize instruction by providing concrete examples.

Substantially Met Partially Met Not Presently Met

- b. Make connections across disciplines by linking examples to other subjects.

 Substantially Met Partially Met Not Presently Met
- c. Engage students as learners by using a variety of strategies.

Substantially Met Partially Met Not Presently Met

d. Engage students as self-directed learners by providing opportunities for problem solving.

Substantially Met Partially Met Not Presently Met

e. Involve students in higher-order thinking.

Substantially Met Partially Met Not Presently Met

f. Provide opportunities for students to apply knowledge or skills.

Substantially Met Partially Met Not Presently Met

- g. Promote student self-assessment and self-reflection of what has been taught.

 Substantially Met Partially Met Not Presently Met
- h. Recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.

Substantially Met Partially Met Not Presently Met

3.3 Teachers use feedback from a variety of sources including other teachers, students, supervisors and parents as a means of improving instruction.

Substantially Met Partially Met Not Presently Met

3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices. (See 6.5 for reporting licensing and endorsements.)

Substantially Met Partially Met Not Presently Met

3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.

Substantially Met Partially Met Not Presently Met

3.6 Technology is integrated into and supportive of teaching and learning.

Substantially Met Partially Met Not Presently Met

3.7 Library information services are available to students and faculty and utilized to improve teaching and learning.

Substantially Met

Partially Met

Not Presently Met

3.8 The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.

Substantially Met

Partially Met

Not Presently Met

3.9 Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of **all** students.

Substantially Met

Partially Met

Not Presently Met

<u>Utah-Specific Indicators—Instruction Standard</u>

3.10 Instructional time is allocated and protected to support student learning.

Substantially Met

Partially Met

Not Presently Met

3.11 The teaching and learning program focuses on and utilizes educationally accepted best practices.

Substantially Met

Partially Met

Not Presently Met

Comments of the Visiting Team—Instruction Standard

The Visiting Team found the quality of instruction offered at Cascade Mountain High School to be commendable. It is apparent that a substantial amount of thought and energy was exercised when deciding how to best structure the instructional time in an appropriate and effective manner for the unique student population that the school serves. Despite serving a small student population with an expansive variety of curricular needs, students receive classroom instruction (as opposed to packets or independent study) through an integrated curriculum approach. This integrated curriculum approach is also cross-curricular in nature, and was among the characteristics of the school about which the students spoke most favorably. Instruction is individualized when appropriate, especially in math.

The Visiting Team was also impressed by the library resources available at the school. It is apparent that there is an organizational investment in providing the students with adequate books, materials, and technological resources, as evidenced by the monthly budget that is allocated for this purpose.

The school's professional development program (Standard 3.9) is part of the school-wide action plan, and plans for enhancing this program seem to be a current priority.

4. ASSESSMENT

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students.

Further, it communicates to the parents the progress of students in achieving the school's *expectations for student learning* as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

4.1 The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission. **Substantially Met Partially Met Not Presently Met** 4.2 The school's professional staff uses data (climate survey, empirical, etc.) to assess the school success in achieving its civic and social expectations. **Substantially Met Partially Met Not Presently Met** 4.3 Teachers clarify for students the relevant school-wide academic expectations and coursespecific learning goals that will be assessed. **Substantially Met Partially Met Not Presently Met** 4.4 Teachers base classroom assessment of student learning on school-wide and coursespecific indicators for intended learning outcomes. Substantially Met **Partially Met Not Presently Met** 4.5 Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time. **Substantially Met Partially Met Not Presently Met** 4.6 Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies. **Substantially Met Partially Met Not Presently Met** 4.7 The school's professional development program provides opportunities for teachers to collaborate in developing a broad range of assessment strategies. **Substantially Met Partially Met Not Presently Met** 4.8 The school's professional staff communicates individual student progress in achieving school-wide academic expectations to students and their families. **Substantially Met Partially Met Not Presently Met** 4.9 Results and analysis of academic assessment are used to drive curriculum and instruction. **Substantially Met Partially Met Not Presently Met** 4.10 A record that documents the results of all student performance is maintained. **Substantially Met Partially Met Not Presently Met**

Utah-Specific Indicators—Assessment Standard

4.11 Teachers receive and use the results of standardized assessments in a timely manner to facilitate and improve instruction.* (For public schools, this would include the CRT, Iowa Test and UBSCT results.)

> **Substantially Met** Not Applicable

Partially Met

Not Presently Met

4.12 Proficiency criteria are explicitly described in course descriptions per Board Rule R277-700-3.

Substantially Met

Partially Met

Not Presently Met

4.13 The school assesses English acquisition using annual measurable achievement objectives.*

Substantially Met

Partially Met

Not Presently Met

Not Applicable

Comments of the Visiting Team--Assessment Standard

The Visiting Team recommends that resources and efforts be expended to further the efforts toward standardized assessments in order to make school-wide improvement a reality.

A variety of teacher assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time must remain a continued high priority.

It is commendable that teacher professional development is becoming a higher priority.

CHAPTER 3: NAAS SCHOOL SUPPORT STANDARDS

5. LEADERSHIP AND ORGANIZATION

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

The academic administrator has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and DRSLs.

Substantially Met

Partially Met

Not Presently Met

The academic administrator provides leadership in the school community by creating and 5.2 maintaining a shared vision, direction, and focus for student learning.

Substantially Met

Partially Met

Not Presently Met

^{*} Does not necessarily apply to non-public schools.

5.3 The student to academic administrator ratio does not exceed 450 students to each qualified administrator or prorated fraction thereof. **Substantially Met Partially Met Not Presently Met** 5.4 Staff members as well as administrators, other than the academic administrator; provide leadership essential to the improvement of the school. **Substantially Met Partially Met Not Presently Met** Excessive staff turnover does not affect school effectiveness. The school evaluates 5.5 staff turnover and addresses any concerns about staff retention. **Substantially Met Partially Met Not Presently Met** 5.6 The organization of the school and its educational programs promotes the achievement of the school's mission, beliefs, and DRSLs. **Substantially Met Partially Met Not Presently Met** 5.7 Student grouping patterns reflect the ethnic diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and DRSLs. **Substantially Met Partially Met Not Presently Met** 5.8 The schedule is driven by the school's mission, beliefs, and DRSLs and supports the effective implementation of the curriculum, instruction, and assessment. **Substantially Met Partially Met Not Presently Met** Meaningful roles in the decision-making process are accorded to students, parents, and all 5.9 members of the school staff to promote an atmosphere of participation, responsibility, and ownership. **Substantially Met Partially Met Not Presently Met** 5.10 There is a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning. **Substantially Met Partially Met Not Presently Met** 5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for **all** students. **Substantially Met Partially Met Not Presently Met** 5.12 All school staff is involved in promoting the well-being and learning of students. **Substantially Met Partially Met Not Presently Met** 5.13 Student success is regularly acknowledged, celebrated, and displayed. **Partially Met Substantially Met Not Presently Met** 5.14 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership. **Substantially Met Partially Met Not Presently Met**

5.15 The school has a written code of student conduct.

Substantially Met

Partially Met

Not Presently Met

5.16 Teacher supervision and evaluation processes are used to improve instruction.

Substantially Met

Partially Met

Not Presently Met

5.17 The academic administrator is significantly involved in the selection, assignment, and retention of instructional personnel.

Substantially Met

Partially Met

Not Presently Met

5.18 The school employs adequate staff, both professional and non-certified, to support student enrollment and to realize its stated purposes.

Substantially Met

Partially Met

Not Presently Met

5.19 The school meets all applicable state requirements and regulations for licensure, organization, academic administrators, and control, unless state authorities have granted official exemption.

Substantially Met

Partially Met

Not Presently Met

<u>Utah-Specific Indicators—Leadership and Organization Standard</u>

5.20 The school has a written policy prohibiting discrimination and regular training is provided to insure compliance in accordance with Board Rule R277-112-3-C.

Substantially Met

Partially Met

Not Presently Met

5.21 The school has a written policy explaining the process and standards for acceptance and reciprocity of credits earned by students in accordance with Board Rule R277-705-3.

Substantially Met

Partially Met

Not Presently Met

5.22 Teachers have reviewed and are familiar with the *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* document and implemented them into the curricula they are teaching.

Substantially Met

Partially Met

Not Presently Met

Comments of the Visiting Team—Leadership and Organization Standard

The leadership at Cascade Mountain High School is outstanding. Elayne McArthur provides the day-to-day leadership needed to maintain the high standard of integrity found within the academic program. Furthermore, as a part-time/consulting member of the faculty, the principal, Stan Harward, does an excellent job providing the administrative leadership required for the school to function in its current capacity.

It is commendable, as well, that the academic program is able to integrate into the overall programmatic needs of the therapeutic component of the program, Center for Change. The school's mission, beliefs, and DRSLs are well aligned with both the school's goals and those of the program. There is a sense that the academic component of the program is genuinely valued and respected among the other service areas of the program.

6. SCHOOL SERVICES

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

Student Support Services

6.1 The school's student support services are consistent with the school's mission, beliefs, and DRSLs.

<u>Substantially Met</u> Partially Met Not Presently Met

- 6.2 The school allocates resources, programs, and services so that all students have a reasonable opportunity to achieve the school's expectations for student learning.

 Substantially Met Partially Met Not Presently Met
- 6.3 Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.

Substantially Met Partially Met Not Presently Met

6.4 All student support services are regularly evaluated and revised as needed to support improved student learning.

Substantially Met Partially Met Not Presently Met

6.5 All professional personnel are in compliance with the Utah Educator Licensing requirements and are appropriately endorsed for all assignments in accordance with Board Rule R277-501.

Substantially Met Partially Met Not Presently Met

- 6.6 The total number of students instructed by any one teacher **does not exceed 160.**Substantially Met Partially Met Not Presently Met
- 6.7 There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.

 Substantially Met Partially Met Not Presently Met
- 6.8 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law.

Substantially Met Partially Met Not Presently Met

6.9 All teachers are given appropriate orientation training.

Substantially Met Partially Met Not Presently Met

6.10 Teachers are carefully supervised by the academic administrative staff.

Substantially Met Partially Met Not Presently Met

6.11 The non-professional clerical and paraprofessional staff members are carefully selected and have appropriate training and background for their positions.

Substantially Met Partially Met Not Presently Met

6.12 Policies for the selection and assignment of personnel are non-discriminatory in reference to race, ethnic origin, and sex.

Substantially Met Partially Met Not Presently Met

<u>Utah-Specific Indicators—Student Support Services</u>

6.13 All school employees have been instructed regarding their responsibilities and follow required procedures in cases of suspected child neglect and physical or sexual abuse, in accordance with Board Rule R277-401-3.

Substantially Met Partially Met Not Presently Met

6.14 The school communicates to parents/guardians all assessment practices used by teachers in the preferred language of the parents, and facilitates direct involvement in their children's education (i.e., English as a second language programs, English literacy programs, homework programs and home assessment tools).

Substantially Met Partially Met Not Presently Met

Guidance Services

6.15 The school provides a full range of comprehensive guidance services, including:

a. Individual and group meetings with guidance personnel.

Substantially Met Partially Met Not Presently Met

b. Personal, career, and college counseling.

Substantially Met Partially Met Not Presently Met

c. Student course selection assistance.

Substantially Met Partially Met Not Presently Met

d. Appropriate support in the delivery of special education services for students, as applicable.

Substantially Met Partially Met Not Presently Met

6.16 The ratio of students to those who provide guidance and counseling services does not exceed 400 students to one of those respective individuals.

Substantially Met Partially Met Not Presently Met

6.17 The guidance service facilities are large enough to house program personnel, equipment, and material. (Counseling spaces should be easily accessible to all students, and equipped with offices for each professional school counselor, installed telephones, computer connections, etc.)

Substantially Met Partially Met Not Presently Met

Utah-Specific Indicators—Guidance Services

6.18 The Comprehensive Guidance Program (Board Rule R277-462) reflects the school's mission, beliefs and DRSLs.*

Substantially Met Not Applicable **Partially Met**

Not Presently Met

6.19 School counselors can provide evidence that the Comprehensive Guidance Program is

contributing to student achievement.*
Substantially Met Part

Partially Met

Not Presently Met

Not Applicable

Health Services

6.21 The school has a current health service plan providing resources to meet the needs of all the students.

Substantially Met

Partially Met

Not Presently Met

6.22 The school has a crisis response plan that is tested and updated annually, as outlined in Board Rule R277-400.

Substantially Met

Partially Met

Not Presently Met

Library Information Services

- 6.23 The library media program is directed by a certified library media specialist.
 - a. Library staff in schools of **fewer than 250 students** need not be certified, but are under the direction of a qualified library media specialist.
 - b. Schools with an **enrollment between 250 and 500 students** have a full-time qualified library media specialist.
 - c. Schools with more than **500 students** have a full-time library media specialist and have additional library media personnel.
 - d. Personnel are under the direction of a qualified library media specialist.

 Substantially Met Partially Met Not Presently Met
- 6.24 Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

Substantially Met

Partially Met

Not Presently Met

6.25 The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.

Substantially Met

Partially Met

Not Presently Met

^{*} Do not necessarily apply to non-public schools.

6.26 The school has a written policy concerning the selection and removal of information resources and the use of technologies and the Internet.

Substantially Met

Partially Met

Not Presently Met

<u>Utah-Specific Indicator—Library Information Services</u>

6.27 The library collection and information resources are relevant, up-to-date and of sufficient size (10 volumes per student) to meet the program of curricular and literacy needs of the students and faculty.

Substantially Met

Partially Met

Not Presently Met

Special Education Services

6.28 The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws, as applicable.

Substantially Met Partially Met Not Presently Met

Family and Community Services

6.29 The school engages parents and families as partners in each student's education as appropriate to the school's program.

Substantially Met

Partially Met

Not Presently Met

6.30 The school fosters productive business/community/higher education partnerships that support student learning appropriate to the school's program.

Substantially Met

Partially Met

Not Presently Met

Comments of the Visiting Team--Student Support Services Standard

Indicator 6.7—Because parents are so far away, parent communication is difficult.

7. FACILITIES AND FINANCES

Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

7.1	The school site and plant support the support services for student le <u>Substantially Met</u>	*	e educational program and Not Presently Met
7.2	The physical plant and facilities compliance with local fire, health Substantially Met	**	l state laws and are in Not Presently Met
7.3	Equipment is adequate, properly appropriate. Substantially Met	maintained, catalogued, and re	eplaced when Not Presently Met
7.4	A planned and adequately funder appropriate maintenance, repair, Substantially Met		
7.5	There is ongoing planning to add facility, and technology needs as Substantially Met	1 0	<i>O</i> ,
7.6	Faculty and building administrate including its development and im Substantially Met		.
7.7	The school has sustainable find meet the stated purposes of the student. Substantially Met		
7.8	Proper budgetary procedures a followed for all school funds. <u>Substantially Met</u>	and generally accepted acco	unting principles are Not Presently Met
7.9	The school's accounts are inde <u>Substantially Met</u>		Not Presently Met
7.10	The total cost for a course of instructional services, is made and/or registration, where apples Substantially Met	known to parents at the tim	· · · · · · · · · · · · · · · · · · ·
7.11	Terms of tuition and/or fees pa applicable.	•	n the application, where
	Substantially Met	Partially Met	Not Presently Met

7.13 Any advertising and promotional literature clearly states the purpose of the school's program of instruction.

Substantially Met

Partially Met

Not Presently Met

7.14 None of the school's advertising and promotional literature is offensive or negative towards other schools or educational agencies.

Substantially Met

Partially Met

Not Presently Met

7.15 Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school, where applicable.

Substantially Met Not Applicable **Partially Met**

Not Presently Met

7.16 The administration has the authority to administer its discretionary budget, where applicable.

Substantially Met Not Applicable **Partially Met**

Not Presently Met

Comments of the Visiting Team—Facilities and Finances Standard

The Visiting Team felt that Cascade Mountain High School, the educational component of a Center for Change, is well funded and a high priority of the owners. For that, they are to be commended.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

8. CULTURE OF CONTINUAL IMPROVEMENT

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and be measurable.

8.1 The school has developed and implemented a comprehensive school improvement plan using *Collaborating for Student Achievement*, the Utah accreditation school improvement process that is reviewed and revised on an ongoing basis.

Substantially Met

Partially Met

Not Presently Met

8.2 Results of school improvement are identified, documented, used, and communicated to **all** stakeholders.

Substantially Met

Partially Met

Not Presently Met

8.3 The school improvement effort is externally validated on a periodic basis by an onsite accreditation visiting team.

Substantially Met

Partially Met

Not Presently Met

8.4 The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.

Substantially Met

Partially Met

Not Presently Met

8.5 The school improvement process provides an orderly process for:

- a. Selecting the most appropriate areas upon which to focus improvement efforts.

 Substantially Met Partially Met Not Presently Met
- b. Developing strategies that are designed to improve student performance.

 Substantially Met Partially Met Not Presently Met

c. Implementing those strategies.

Partially Met Not Presently Met

Substantially Met d. Monitoring the process.

Substantially Met Partially Met Not Presently Met

e. Evaluating the process to ensure that success has been attained.

Substantially Met Partially Met Not Presently Met

8.6 The school improvement process is the result of a school self evaluation that addresses the major recommendations for improvement as identified in the self-study.

Substantially Met

Partially Met

Not Presently Met

8.7 Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.

Substantially Met

Partially Met

Not Presently Met

8.8 A reasonable, specific time line for the implementation of each area within the school improvement process is identified.

Substantially Met

Partially Met

Not Presently Met

8.9 The school improvement process involves a site-based council or advisory committee.

Substantially Met

Partially Met

Not Presently Met

Utah-Specific Indicator—Culture of Continuous Improvement Standard

8.10 The school incorporates the recommendations from the external evaluation (Report of the Visiting Team) into their school improvement plan.

Substantially Met

Partially Met

Not Presently Met

Comments of the Visiting Team – Continuous Improvement Standard

It is apparent to the Visiting Team that Cascade Mountain High School must incorporate further efforts to include a validated form of standardized assessment to measure student achievement.

CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

As result of the on-site visit, the Visiting Team determined that there were commendations regarding the school and program and as well some recommendations for the school staff and administration to consider during the next years of accreditation. These follow and represent both general impressions and some that are specifically related to the Core Standards for Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected as part of its annual report to account for its progress toward achieving those recommendations as prioritized in the school's improvement plan.

Commendations:

- The Visiting Team commends the faculty members of Cascade Mountain High School for providing a quality education to its unique student population in a manner that reflects integrity. The administration, students, and parents should be proud that the faculty and leadership among the school have created a unique learning environment which addresses the specific needs of its students.
- The quality of the self-study completed in preparation for the visit is commendable. It reflected a sincere effort to highlight both the strengths and areas of need of the school. It is apparent that a great deal of effort went into gathering meaningful data regarding the students and their achievement. The narrative sections and the action plan reflect a study of this data.
- The Visiting Team recognizes the dedicated efforts of the school leadership and the teaching faculty to develop and maintain quality educational programs. The integrated curriculum and cross-curriculum instruction requires a great deal of coordination that may be difficult with a part-time teaching staff—and yet, through the efforts of Elayne McArthur and Stan Harward, it is evident that such programs are a priority and have been put into place.
- The Visiting Team commends the school for its physical facilities. The school and classroom environments promote a positive attitude about education. The classrooms are warm and inviting. It appears that the school and its educational resources are well financed.
- The Visiting Team recognizes the inclusion of the "Care-Techs" as a key component to the integration of academics and therapy that is integral to the overall success and well-being of the student population found at the school.

Recommendations:

- The Visiting Team recommends that resources be made available to provide the teaching staff with enhanced opportunities for professional development. Professional development opportunities should be focused on instructional and other academic best practices, as well as mental health topics that are pertinent to the student population.
- The Visiting Team recommends that further efforts be made to utilize some form of standardized assessment to measure achievement so that the data may be considered in future improvement efforts.
- The Visiting Team recommends that specific rubrics and criteria be developed and used for both of the current DRSLs.
- The Visiting Team recommends that academic software options for recordkeeping and creating transcripts be investigated and utilized, if an appropriate one can be found.